

Applied Leadership and Management in the Workplace

Module Assignment Submission

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1.0 Introduction

Within contemporary workplace environments, leadership decisions are rarely neutral. They are influenced by individual beliefs, attitudes and values which shape how information is interpreted and prioritised. As defined by Morgan (2020, p. 69), critical thinking evolves developing the ability to use information beyond memory and repetition, encouraging deeper analysis and reasoned judgement.

This report will critically analyse the concept of critical thinking and its relevance within the workplace, exploring how beliefs, attitudes and values can influence managerial decision-making and leadership behaviour. It will consider how internal factors can affect employee morale, productivity and organisational outcomes. Additionally, through the application of reflective models such as (Kolb, 1984) and (Gibbs, 1988), the report will demonstrate how self-awareness and reflection enables the adaptation of leadership styles to suit situational demands.

Finally, the report will evaluate how management theories, ranging from classic and scientific to behavioural and modern contingency models can provide a structured framework for leadership practice, while recognising that their interpretation is shaped by individual value systems. The author has also completed a self-awareness questionnaire to determine their own critical thinking ability. This can be shown in appendix A.

2.0 Critical Thinking

Critical thinking is defined as the disciplined process of analysing, evaluating and interpreting information to make reasoned and evidence-based decisions. According to Elder, (2022), critical thinking requires intellectual discipline and the ability to assess one's own reasoning and that of others to identify errors and inconsistencies. Within management and professional practice, this structured reasoning supports objective and accountable decision-making.

Below are several critical thinking techniques and models that will be evaluated on their strengths and limitations within the workplace contexts. Through comparison and professional reflection, the most effective model for the author's current role will be identified.

Technique/Model	Definition	Pro's	Cons
RED Model (Pearson)	A structured decision-making framework based on recognising assumptions, evaluating arguments and drawing conclusions.	Clear and simple structure that encourages the recognition of bias. Adaptable to varied workplace scenarios. Promotes evidence-based reasoning	Requires practice to apply effectively. Dependant on open-mindedness. May be time-consuming in urgent situations.
Six Thinking Hats (de Bono)	A parallel thinking model that separates thinking into six perspectives. Facts, emotions, risks, benefits, creativity and process control.	Encourages collaboration. Reduces conflict in group settings. Promotes balanced perspective-taking.	Can be time sensitive. Requires facilitation or training. May be impractical in fast-paced environments.
Paul Elder Model	A reasoning framework focusing on elements of thought and intellectual standards such as clarity, accuracy and logic.	Promotes intellectual discipline. Emphasises logic consistency. Encourages high-level analytical reasoning.	Conceptually complex. May be difficult to apply practically without prior training.

Although multiple models and techniques offer valuable frameworks for critical thinking, reflective evaluation of professional practice suggests that the RED Model is the most effective within the author's current support worker role.

Support work frequently involves complex interpersonal situations, including safeguarding considerations, ethical dilemmas and person-centred decision-making. In such contexts, decisions must balance empathy with objectivity and organisational accountability.

Recognising assumptions is especially relevant in support work as unconscious bias or personal values may influence judgement. By identifying these assumptions, the risk of stereotyping or emotionally driven responses are reduced. Evaluating arguments ensures that decisions are grounded in evidence and observed behaviour rather than subjective interpretation.

Compared to more complex models or group-based models, the RED framework is practical, adaptable and enhances objectivity while still allowing space for empathy and person-centred values.

2.1 How Critical Thinking Is Used in the Workplace

Within workplace settings, critical thinking is applied across a range of professional scenarios and organisational functions. It supports both individual and collaborative decision-making by encouraging objective analysis, structured reasoning, and the evaluation of evidence. In complex and dynamic environments, critical thinking enables employees and leaders to respond thoughtfully rather than reactively. Song et al., (2024) suggests that employers can interpret critical thinking differently.

Critical thinking plays a central role in effective problem-solving by enabling individuals to identify root causes rather than focusing solely on surface-level symptoms. However, as stated by Xu et al., (2023), the definition of critical thinking is not universal. In organisational contexts, problems often involve multiple factors, including operational, interpersonal, and structural elements. Through analytical evaluation, alternative solutions can be generated and assessed before action is taken. This reduces the likelihood of impulsive decisions and promotes sustainable outcomes.

Risk assessment requires careful evaluation of potential hazards, consequences, and likelihood of occurrence. Critical thinking supports this process by encouraging objective analysis of available evidence and consideration of both short-term and long-term implications. As suggested by Aven, (2016), the concepts of risk assessment and risk management have a long history, and the ideas and principles have the same basis of effect today. structured reasoning ensures that decisions are proportionate and aligned with organisational safety standards.

Workplace conflict often arises from differing perspectives, values, or communication styles. As noted by Harolds & Wood, (2006), unresolved conflicts can have potentially large costs. Critical thinking enables individuals to evaluate situations impartially, consider multiple viewpoints, and avoid emotionally driven reactions. By analysing underlying causes and recognising personal assumptions, leaders can facilitate fair and balanced resolutions. This promotes a culture of mutual respect and open dialogue.

Ethical decision-making requires leaders to balance organisational objectives with professional standards and employee wellbeing. Critical thinking supports ethical reasoning by prompting individuals to question assumptions, assess consequences, and consider stakeholder impact. Rather than relying solely on policy or precedent, critical thinkers evaluate whether decisions align with broader ethical principles and values.

Critical thinking extends beyond immediate decision-making and into reflective practice. Reflective leadership involves reviewing past actions, evaluating effectiveness, and identifying areas for improvement. Structured reflection strengthens self-awareness and professional growth, contributing to more adaptive leadership approaches over time.

Overall, the benefits of applying critical thinking within the workplace include improved judgement, enhanced adaptability, reduced organisational risk, and increased self-awareness as argued by Martinez, (2014). By encouraging deliberate reasoning and reflective evaluation, critical thinking contributes to more consistent, ethical, and effective leadership practice.

2.2 The Importance of Critical Thinking in Management

Critical thinking is vital to management roles, particularly in relation to decision-making and the resolution of complex workplace problems. It enables leaders to develop analytic skills required to make informed decisions based on evidence rather than assumptions and personal bias. (Elder, 2022) explains that critical thinking requires discipline in one's own thinking and by understanding and evaluating others thinking, you are better able to identify errors and respond accordingly.

In the absence of critical thinking, managerial decisions may be based on habit, incomplete information or unconscious bias. This increases the likelihood of mistakes and poor judgements. Effective management, therefore, relies not only on experience but on the ability to question assumptions and assess evidence critically before reaching conclusions.

The use of structured models when decision-making further strengthens this process. The models provide a clear sequence for analysis, encourage the recognition of underlying assumptions and promote reasoned, evidence-based judgements. Managers are more likely to demonstrate transparency, consistency and accountability within the workplace.

However, despite its importance, several barriers can limit the effective application of critical thinking within workplace settings. These barriers may influence how information is interpreted and how decisions are ultimately made.

2.3 Barriers to Critical Thinking

As Elder (2022) highlights, critical thinking requires objectivity, reflection and the willingness to question assumptions. However, several barriers may limit an individual's ability to apply critical thinking effectively in a workplace environment. These barriers are often rooted in cognitive bias and can influence how information is evaluated and acted upon.

Below are several biases that may occur.

Bias	Description	Potential negative impacts
Confirmation	The tendency to seek information that confirms pre-existing beliefs.	May result in the dismissal of alternative viewpoints and overlook constructive feedback.
Authority	Placing trust in the opinions or decisions made by individuals in positions of authority.	Employees may hesitate to question decisions which could reduce innovation and shared accountability.
Anchoring	Relying heavily of the first piece of information received when making decisions.	This could influence future judgements, potentially leading to unfair evaluations.
Stereotyping	Making generalised assumptions about individuals based on a group characteristic such as age, gender or background.	Could contribute unconscious discrimination, generational misunderstandings and reduced inclusivity within teams.
Emotional	Allowing personal emotions to influence judgement rather than objective reasoning.	Leaders may react impulsively which can negatively affect morale and decision quality.

These biases often originate from deep rooted beliefs, attitudes and values, which shape how individuals perceive and interpret workplace situations.

Overcoming these barriers requires the acknowledgement of their existence and commitment to structured reflection and disciplined thinking. By consciously questioning assumptions, seeking alternative perspectives and applying analytical frameworks, leaders can reduce the influence of bias and strengthen the quality of their decision-making.

2.4 Critical Thinking and Reflective Practice

Following the consideration of biases and their potential impacts on workplace decision-making, self-reflection appears as a central component of effective critical thinking. Self-reflection involves deliberate examination of one's thoughts, beliefs, values and assumptions to evaluate how they influence professional judgements and behaviours. Martinez, (2014) also argues that leaders who engage in reflective practice are more likely to challenge their own assumptions, recognise bias and consider alternative perspectives before reaching conclusions.

Self-reflection extends beyond analysing external information, it requires scrutiny of one's own reasoning process. Rather than simply analysing a situation at surface level, reflective critical thinking involves questioning which assumptions influenced a decision, whether alternative viewpoints were adequately considered and how future responses may be improved.

Kolb's Experimental Learning Cycle (Kolb, 1984) provides a structured framework for understanding how reflection supports development. This model highlights the importance of reviewing experience to adapt future practice. Similarly, Gibbs' Reflective Cycle (Gibbs, 1988), offers a phased approach to reflection. Both models reinforce the role of structured reflection in strengthening critical thinking.

Reflective practice contributes to improved judgements and adaptability in decision-making. By reviewing decisions and their consequences, leaders can identify patterns in their behaviour and refine their leadership accordingly.

Practical strategies for developing reflective critical thinking include:

- Documenting decision-making processes in journals.
- Seeking constructive feedback from colleagues and supervisors.
- Applying structured models.
- Conducting post-event reviews.

By embedding reflection into professional practice, critical thinking becomes an ongoing developmental process rather than a reactive response to isolated challenges.

3.0 Beliefs, Attitudes and Values

Beliefs, values and attitudes are interconnected psychological constructs that shape individual behaviour, perception and decision-making. Stokes et al., (2016) states that values, beliefs and attitudes within the workplace setting can motivate and shape behaviour.

Beliefs refer to what individuals perceive to be true. They are formed through experience, education, culture and socialisation. Beliefs influence how situations are interpreted and how information is evaluated.

Values are deeply held principles that guide behaviour and determine what individuals consider to be important. Values tend to be relatively stable and often underpin professional identity, influencing ethical judgement and leadership approach.

Attitudes are evaluative responses or predispositions toward people, situations or tasks. They reflect how individuals feel about something and can be positive, negative or neutral. Unlike values, attitudes are often more situational and may shift depending on context.

Within workplace settings, these constructs collectively influence leadership style, communication, conflict resolution and decision-making processes.

3.1 How Are Beliefs, Attitudes and Values Measured

Although beliefs, values and attitudes are internal and subjective, they can be assessed indirectly through structured measurement tools and behavioural observation. Common methods to measure these are:

- Employee engagement
- Culture surveys
- Team role frameworks such as Belbin, (2010)

Measurement allows organisations to identify patterns in leadership style, motivational incentives and workplace climate. However, such tools must be interpreted carefully as responses may be influenced by social desirability, bias or contextual factors.

3.2 How Beliefs, Attitudes and Values Can Change Over Time

Beliefs, values and attitudes are not set in stone, they evolve through life experiences, education, professional development and social interaction. Experimental learning theory Kolb, (1984) suggests that individuals adapt their understanding through reflection on experience. As responsibilities increase, particularly in leadership roles, values such as accountability, fairness and adaptability may become more prominent.

Attitudes are generally more fluid than values and may shift in response to workplace culture, feedback or training. For example, exposure to diverse teams may influence attitudes toward inclusion and collaboration.

Generational influences can also shape value systems. Different age groups may prioritise hierarchy, flexibility or work-life balance differently. However, critical thinking is required to avoid stereotyping when interpreting generational trends.

Overall, the capacity for reflection and self-awareness plays a central role in the evaluation of beliefs, values and attitudes, supporting adaptive and effective leadership practice.

3.3 How Beliefs, Attitudes and Values Can Impact Decision-Making

Beliefs, values and attitudes significantly influence workplace decision-making because they shape how information is interpreted and prioritised. Although managerial decisions may appear objective, they are often filtered through personal perspectives and underlying assumptions. Beliefs influence what individuals consider to be true or important. A manager who values fairness and inclusion may approach decisions differently from one who prioritises performance outcomes.

Attitudes further shape decision-making by influencing emotional and behavioural responses to workplace situations. Positive or negative attitudes toward change, risk or collaboration can affect how decisions are approached or implemented. When beliefs, values and attitudes are not critically examined, they may contribute to cognitive bias. Confirmation bias may lead individuals to favour information that aligns with existing beliefs, while emotional bias may influence judgement during high-pressure situations. Without reflective judgements, such influences can result in inconsistent and flawed decision-making.

Despite these risks, beliefs and values can positively inform leadership when they are consciously examined through reflective practice. By engaging in critical self-assessment, leaders can manage bias, balance priorities and make more ethical and evidence-based decisions.

3.4 Potential Biases Arising from Beliefs, Attitudes and Values

While critical thinking aims to promote objectivity and rational analysis, managerial decision-making is often influenced by unconscious biases. These biases can shape perceptions, reinforce existing beliefs and limit consideration of alternative perspectives. Without conscious awareness and structural reflection, such distortions may undermine fairness, inclusivity and organisational effectiveness. An examination of common workplace biases highlights the importance of reflective practice and disciplined reasoning in leadership roles. Following on from Barriers to Critical Thinking, there are several more biases to consider, these can be found in the table below.

Bias	Definition	Workplace impact
Halo Effect	Allowing one positive characteristic to influence overall judgement of a person.	Performance evaluations may become inaccurate, leading to favouritism or overlooked weaknesses.
Horn Effect	The opposite to the Halo Effect, one negative characteristic that influences judgement.	Employees may be unfairly judged based on one mistake, limiting development opportunities.
Overconfidence Bias	Overestimating one's own knowledge, ability or judgement.	Leaders may ignore feedback, underestimate risk or fail to consult others before making significant decisions.
Status Quo Bias	Preferring existing processes or decisions over change.	Organisations may resist innovation or necessary reform, even when evidence supports change.
Attribution Bias	Overemphasising personal characteristics and underestimating situational factors when evaluating others' behaviour.	Managers may unfairly blame individuals for performance issues without considering workload, training or environmental factors.
Projection Bias	Assuming others share the same beliefs, values or preferences.	Leaders may fail to recognise diverse motivations or communication styles.

Ultimately, these biases are rooted in personal beliefs, attitudes and values, further illustrating how internal perspectives shape workplace behaviour and decision-making process. Therefore, effective leadership requires not only awareness of cognitive bias but also the deliberate application of reflective and analytical frameworks to navigate their influence and promote ethical and objective decision-making.

3.5 Generational Differences in Beliefs, Attitudes and Values

Generational differences can influence workplace beliefs, attitudes and values as individuals are shaped by social, economic and technological contexts in which they develop. Twenge, (2010), argues that specific generations require different values and expectations. Although it's important to avoid overgeneralisation, research and organisational behaviour suggest that shared historic experiences can contribute to broad value trends across generational groups.

Individuals commonly associated with the baby boomer generation, 1946-1964, are often characterised as valuing organisational loyalty, job security and hierarchical structures. Their professional beliefs may emphasise dedication, long term commitment and respect for authority. In contrast, Generation X, 1965-1980, are frequently associated with independence, adaptability and a stronger emphasis on work-life balance. This generation may value autonomy and flexibility over strict hierarchy.

Millennials or generation Y, 1981-1996, are often described as valuing collaboration, inclusion and purposeful work. Their attitudes prioritise feedback, development opportunities and organisational values aligned with social responsibility. However, Generation Z, born approximately 1997 onwards have grown up to a highly digital environment and are often associated with valuing diversity, technological integration and rapid career progression. Their workplace attitudes may favour innovation, transparency and flexibility.

These generational differences can influence leadership expectations and communication styles. However, it is critical to approach generational analysis cautiously. Individual personality, professional experience and organisational culture can often have a stronger influence on behaviour than generational identity alone. Therefore, critical thinking is essential when interpreting generational differences, ensuring that leaders avoid assumptions and instead respond to individual needs and competencies.

4.0 Management Theories

Management theories are structured frameworks developed to explain how organisations can be led, organised and controlled effectively. They provide guidance on decision-making, leadership, behaviour, employee motivation and organisational performance. Rather than relying solely on intuition or experience, management theories offer evidence-based principles that support consistent and rational managerial practice. Ghoshal, (2005) argues that research related to the conduct of management had some significant negative influences on the practice of management and poor use of management theories can destroy good management practice.

Within workplace environments, management theories influence how leaders interpret problems, interact with their employees and implement organisational strategy.

However, the application of theory is rarely neutral. Leaders interpret and apply management models through their own beliefs, values and assumptions. As a result, the effectiveness of any management theory depends not only on its principles but also on how it is implemented in specific organisational contexts. This reinforces the importance of critical thinking when applying theoretical frameworks in practice.

4.1 Schools of Management

Management theory has evolved over time through several distinct schools of thought, each reflecting the social and economic conditions of its period.

Scientific management, developed by Fredrick Taylor in 1911, focused on efficiency, productivity and task optimisation. In a later report, it's argued by Taylor, (1914) that the incentive to work is supplied by higher wages. He also proposed that work processes could be analysed scientifically to identify the best way of performing tasks. This approach emphasised supervision and performance measurement. While it improved productivity, it has been criticised for treating employees as machinist components rather than individuals with social and psychological needs.

Classical management theory, associated with Henri Fayol (1949), focused on organisational structure and administrative principles. Fayol identified core management functions such as planning, organising, leading and controlling. This school emphasised hierarchy, clear authority and formal organisational systems. Although it provided structure and clarity, it has been criticised for limited flexibility and reduced employee participation.

The behavioural school emerged as a response to the rigid nature of earlier theories. Hallam, (2007) describes the behavioural school by considering the impact on behaviour, attendance and exclusions that outline the factors that contribute towards effectiveness. This approach recognised that employees are influenced by psychological and social factors and not just financial incentives. Behavioural theories emphasise communication, leadership style and team dynamics. Critics argue however, this school may underestimate the need for organisational control and performance standards.

Modern management theories recognise that there is no single method that works best to manage. Contingency theory suggests that effective leadership depends on situational factors such as organisational culture, employee capability and environmental conditions. Contemporary approaches emphasise adaptability, systems thinking and strategic alignment. These theories integrate structure with human factors, encouraging flexible and context-sensitive leadership.

The development of management schools demonstrate that no single theory offers a complete solution, instead, effective leadership requires critical consideration of context, organisational culture and employee needs when applying the theoretical frameworks.

4.2 Benefits of Using Management Theories

Management theories provide structured frameworks that guide leadership practice. By understanding different theoretical perspectives, leaders can adapt their management style to suit organisational demands. When applied critically and reflectively, management theories enhance both effectiveness and employee well-being.

There are several key benefits to using management theories.

- Improved decision-making
- Better organisational clarity
- Enhanced employee motivation
- Consistency and fairness
- Adaptability
- Ethical awareness
- Professional development

Therefore, the value of management theories lies in their ability to provide structured guidance while encouraging leaders to evaluate and adapt their approach in response to organisational and employee need.

4.3 Impact of using management theories on employees

The use of management theories has a direct impact on employees as these frameworks shape leaderships behaviour, workplace structure and organisational culture. Scientific and classical approaches provide clear roles, procedures and performance expectations which can lead to employee confidence and reduce ambiguity. However, if applied incorrectly, these models may create perceptions of control or limit autonomy. In contrast, behavioural theories emphasise communication, motivation and employee well-being. This often leads to improved morale, engagement and stronger team relationships.

Modern and contingency approaches further influence employee experience by promoting adaptability in leadership style. By recognising that individuals differ in skills, confidence and motivation, managers can adjust their approach to provide appropriate support and empowerment. Inconsistency in application may lead to perceptions of unfairness if not clearly justified. When used reflectively, these frameworks can offer clarity, inclusion and organisational effectiveness.

4.4 Workplace Example: Compare and Contrast Theories

Within a support work environment, a situation involving a safeguard concern may require structured, yet sensitive decision-making. A scientific or classic management approach would prioritise procedure and compliance with organisational policy. The manager would follow established protocols, ensure documentation is completed accurately and maintain clear lines of authority. This approach provides clarity, consistency and accountability which are essential in high-risk situations. This can also limit employee input and opportunities for a collaborative discussion.

In comparison, a behavioural or human relations approach would emphasise communication, emotional awareness and team consultation. The leader may encourage staff to share observations and discuss concerns openly before acting. This can increase morale and promote confidence as employees feel valued and heard. However, if applied without sufficient structure, decision-making may become delayed or inconsistent.

This comparison clearly shows that while classical theories provide stability and procedural clarity, behavioural theories enhance engagement and relationship effectiveness. Effective leadership, therefore, requires critical evaluation of context and balancing structure with empathy to ensure both compliance and employee well-being.

5.0 Conclusion

In conclusion, critical thinking is fundamental to effective management and professional practice, particularly within the complex and ethically demanding workplace environments. This report has demonstrated that critical thinking extends beyond analytical reasoning, it requires disciplined reflection and awareness of bias. The discussion of cognitive barriers highlighted how personal beliefs, attitudes and values can unconsciously influence judgement, reinforcing the importance of structured reflection and self-awareness.

Additionally, the evaluation of management theories and critical thinking models illustrated that whilst multiple frameworks offer valuable guidance, their effectiveness depends on contextual suitability and individual interpretation. Through comparative analysis, the RED Model was identified as particularly effective within the support work practice due to its structured and adaptable approach. Its application supports ethical decision-making, objectivity and accountability while maintaining alignment with person-centred values.

Overall, the integration of critical thinking, reflective practice and theoretical frameworks strengthens leadership capability and promotes consistent, fair and adaptive workplace behaviour. By acknowledging personal influences and applying

structured reasoning models, professionals are better equipped to navigate decisions and contribute positively to organisational outcomes.

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7.0 Appendix A – Questionnaire

Self-Assessment Test – Emma Davies

To conduct the self-assessment, simply answer all questions by ticking the appropriate box, then look at the scoring system to tally your results.

I seek out and evaluate different perspectives and ideas before arriving at a conclusion.

	Strongly agree
X	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

I am able to identify and analyse a problem to develop creative solutions.

X	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

I can recognize and evaluate arguments made by others and can construct strong arguments of my own.

X	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

I use evidence and reasoning to support my ideas and decisions.

	Strongly agree
X	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

I am open-minded and consider alternatives before making decisions.

X	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

I am able to identify and question my own assumptions and biases.

	Strongly agree
X	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

I ask questions to clarify information and to challenge assumptions or conclusions.

X	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree

	Strongly disagree
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I can effectively communicate my ideas and reasoning to others.

X	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

I am able to think creatively and generate new ideas.

	Strongly agree
X	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

I am willing to change my mind based on new information or evidence.

	Strongly agree
X	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

I am able to identify the strengths and weaknesses of my own thinking and the thinking of others.

	Strongly agree
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X	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

I am able to analyse complex information and identify connections and patterns.

X	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

I am able to anticipate potential consequences of a decision or action.

X	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

I am able to evaluate risks and benefits when making a decision.

X	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

I am able to identify and evaluate the validity and reliability of information sources.

	Strongly agree
X	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

To find out your score, add up your responses, based on the following:

Strongly agree = 5

Agree = 4

Neither agree nor disagree = 3

Disagree = 2

Strongly disagree = 1

Interpreting your scores:

0-25

If you scored 0-25 points, you might want to work on developing your critical thinking skills further. Critical thinking involves looking at issues objectively, analysing them logically, and coming up with thoughtful, well-reasoned solutions. Consider seeking out resources to improve your critical thinking skills, such as books, online courses, or workshops. With practice, you can develop better critical thinking skills and become more self-aware.

26-50

If you scored 26-50 points, you have some critical thinking skills, but there is room for improvement. Continue to develop your ability to analyse issues objectively, think logically, and evaluate evidence. Seek out opportunities to practice your critical thinking skills in your personal and professional life. By continuing to hone your skills, you will become a more effective problem-solver and decision-maker.

51-75 = 63

If you scored 51-75 points, congratulations! You have strong critical thinking skills. You can look at complex problems and analyse them logically and objectively to come up with solutions. You are also able to evaluate evidence and make informed

decisions. Continue to use and refine your critical thinking skills, and you will be an asset in many areas of your life, including work, relationships, and personal growth.